



Education

In November 2014, the Minister of Basic Education was among the panel members sitting in on the United Nations Educational, Scientific and Cultural Organization (Unesco) world conference on Education for Sustainable Development (ESD) in Nagoya, Japan under the theme, “Celebrating a Decade of Action – What have we achieved, what lessons learnt”.

The conference praised South Africa as one of the countries that have made much progress in the area of ESD in the past decade.

One of the most significant achievements in South Africa was the reaffirmation and attention given to the role of indigenous knowledge and practices regarding sustainable living, sustainable development and caring for the well-being of future eco-systems.

During the conference, awareness and engagements in ESD ensured that South Africa’s National Curriculum Statement (NCS) grades R – 12 embedded the essence of ESD principles in every subject. Principles include human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

The NCS grades R –12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

Government is committed to strengthening the progress already made in basic education by integrating the five priority action areas of the Global Action Programme into the strategic planning framework of the Department of Basic Education (DBE).

This would be done by:

- advancing policy
- integrating sustainability practices into education and training environments (whole-institution approaches)
- increasing the capacity of educators and trainers
- empowering and mobilising youth
- encouraging local communities and municipal authorities to develop community-based ESD programmes.

The preamble to the Constitution states the aim to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
- improve the quality of life of all citizens and free the potential of each person
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law

- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The responsibility for education is shared by the DBE and the Department of Higher Education and Training (DHET).

The DBE deals with all schools from Grade R to Grade 12, and adult literacy programmes, while the DHET deals with universities, and other post-school education and training, as well as coordinating the Human Resource Development Strategy for South Africa (HRDSSA).

The DBE develops, maintains and supports a South African school education system for the 21st century in which all citizens have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving quality of life and building a peaceful, prosperous and democratic South Africa.

To respond to the call made by the National Development Plan (NDP) for intersectoral cooperation to improve educational outcomes, working with various partners, the DBE put in place an Education Collaboration Framework (ECF). Annually, companies spend just under R3 billion on education.

The ECF will implement targeted programmes, including district and systemic change interventions and innovation projects. A special education trust was set up. Since signing the National Economic Development and Labour Council (Nedlac) Accord on Basic Education, the department has entered into partnerships with over 100 private businesses.

The objectives of the DBE are to:

- improve overall educational performance in the long term by increasing the number of five-year-old learners enrolled in publicly funded Grade R classes in public and independent primary schools and community based early childhood development sites from 734 650 in 2011 to 950 000 learners by 2014/15
- reduce the number of illiterate adults in South Africa by 4,7 million by 2015/16 through the Kha Ri Gude mass literacy campaign.
- increase literacy and contribute to job creation by recruiting and training 41 870 volunteer educators for the Kha Ri Gude mass literacy campaign in 2014/15.
- improve the learning and teaching of critical foundational skills by developing, printing and distributing literacy/languages, numeracy/mathematics and English first additional language workbooks to all learners from grades R to 9 each year.
- improve the quality of mathematics, science and technology education in order to

increase the number of matric mathematics and science passes at all Dinaledi schools by providing additional learner and teacher support materials as well as additional training for mathematics and science teachers and monitoring the performance and participation of all Dinaledi schools in these subjects over the MTEF period.

- improve the capacity of technical secondary schools to contribute to skills development and training in the country.

Basic education

In November 2014, a task team, established by the Minister of Basic Education, recommended medium to long term improvements to the standard National Senior Certificate (NSC).

The DBE presented the task team's findings and recommendations to the Portfolio Committee on the report looking into the promotion requirements for the NSC.

Some of the recommendations included the retention of Mathematics Literacy and Mathematics following concerns around the NSC.

The 30% pass requirement was one of a small component of the pass requirements and it does not encapsulate the standard of NSC. The NSC reflected an equivalent if not higher standard in certain aspects to the old Senior Certificate (SC) and that the requirements for admission to bachelor studies were higher in the NSC than the old SC given that a candidate has to obtain a pass in four subjects at 50%.

The department had been providing science kits to schools with no science laboratories. This was to ensure that concepts are not only dealt with in theory but also in practice.

In terms of providing libraries, the department had moved from centralised libraries to classrooms.

Legislation and policies

Education in South Africa is governed by the following key policies and legislation:

- The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first *White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System*, published in February 1995.
- The National Education Policy Act (Nepa), 1996 (Act 27 of 1996) brought into law the policies, and legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council

of Education Ministers (CEM), as well as the Heads of Education Departments Committee (Hedcom), as intergovernmental forums that would collaborate in the development of a new education system. Nepa of 1996, therefore, provided for the formulation of national policy in general, and Further Education and Training (FET) policies for curriculum, assessment, language and quality assurance.

- The South African Schools Act (Sasa), 1996 (Act 84 of 1996) is aimed at ensuring that all learners have access to quality education without discrimination, and makes schooling compulsory for children aged seven to 15.

It provides for two types of schools namely independent and public schools. The provision in the Act for democratic school governance, through school-governing bodies (SGBs), has been implemented in public schools countrywide. The school-funding norms, outlined in Sasa of 1996, prioritise redress and target poverty regarding the allocation of funds for the public-schooling system.

- The Adult Basic Education and Training (Abet) Act, 2000 (Act 52 of 2000) regulates Abet; provides for the establishment, governance and funding of public adult learning centres; provides for the registration of private adult learning centres; and provides for quality assurance and quality promotion in Abet.
- Sasa of 1996 was amended by the Education Laws Amendment Act, 2005 (Act 24 of 2005), which authorises the declaration of schools in poverty-stricken areas as “no-fee schools”, and by the Education Laws Amendment Act, 2007 (Act 31 of 2007), which provides for the functions and responsibilities of school principals.
- The Employment of Educators Act, 1998 (Act 76 of 1998) regulates the professional, moral and ethical responsibilities of educators, as well as teachers’ competency requirements. The Act and the South African Council for Educators (SACE) regulate the teaching corps.
- The design of the National Qualifications Framework (NQF) was refined with the publication of the Higher Education Qualifications Framework in the *Government Gazette* in October 2007, to provide 10 NQF levels.
- The NCS grades R to 12 replaced the policy document, *A Résumé of Industrial Programmes in Schools, Report 550 (89/03)*.
- The *Education White Paper on ECD (2000)* provides for the expansion and full participation of five-year-olds in pre-school Grade R education by 2010, and an improvement in the quality of programmes, curricula and teacher

development for birth to four-year-olds and six- to nine-year-olds.

- The *Education White Paper 6 on Inclusive Education (2001)* describes the DBE’s intention to implement inclusive education at all levels in the system by 2020. The system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
- The Education Laws Amendment Act, 2002 (Act 50 of 2002) set the age of admission to Grade 1 as the year in which the child turns seven. However, the school-going age of Grade 1 was changed to age five, if children turned six on or before 30 June in their Grade 1 year.
- The Umalusi Council sets and monitors standards for general and FET in South Africa, in accordance with the NQF Act, 2008 (Act 67 of 2008), and the General and FET Quality Assurance Act, 2001 (Act 58 of 2001).

Action Plan 2014: Towards the Realisation of Schooling 2025

This action plan explains the 27 national goals that lie at the heart of the plan. The future of basic education is informed by Action Plan to 2014: Towards the Realisation of Schooling 2025.

Medium- to long-term interventions focus on:

- improving the quality of teaching and learning, with an emphasis on strengthening numeracy and literacy
- undertaking regular assessments to track progress
- improving ECD
- ensuring a credible outcomes-focused planning and accountability system.

Annual National Assessment (ANA)

ANA is used to monitor levels and quality of learning outcomes. Among the closely monitored performance areas are learners’ Mathematics and Physical Science pass rates and the number of Grade 12 learners qualifying for university entry.

In September 2014, more than 6,8 million learners in grades 1 to 6 and Grade 9 across South Africa started writing the third ANA to determine their levels of competency in Literacy and Numeracy.

This is an important exercise that helps identify learning challenges and assists in planning appropriate interventions to improve Literacy and Numeracy.

The tests are administered in all 11 official

languages in the foundation phase, and in the two languages of teaching and learning in the Intermediate and Senior Phase.

Necessary adaptations are effected for learners who experience various kinds of learning disabilities, to ensure that every learner has the opportunity to demonstrate what they know in the assessment.

The department uses ANA as a measuring tool to annually record progress in learner achievement, towards achieving the 2014 target, of ensuring that at least 60% of learners achieve certain levels in Literacy and Numeracy.

ANA targets Literacy and Numeracy because these have been found universally to be the key foundational skills for successful learning in school and beyond.

National Curriculum Statement

The NCS grades R to 12, implemented between 2012 and 2014, represents a policy statement for learning and teaching in South African schools. It is the curriculum that underpins the various programmes followed in each Grade from grades R to 12.

It enables a learner to obtain an NSC after completing the full programme of the NCS grades R to 12.

The NCS grades R to 12 consists of three documents, namely:

- curriculum and assessment policy statements for each approved school subject as listed in the National Policy Document pertaining to the programme and promotion requirements of the NCS grades R to 12
- national policy pertaining to the programme and promotion requirements of the NCS grades R to 12, which describes the number of subjects to be offered to learners in each grade and the promotion requirements
- National Protocol for Assessment of grades R to 12, which standardises the recording and reporting processes for grades R to 12 within the framework.

South Africa was ranked last on the quality of its Mathematics and Science education in the World Economic Forum (WEF) Global Competitiveness Report 2014 – 2015. The Global Competitiveness Report 2014 – 2015 assesses the competitiveness landscape of 144 economies, providing insight into the drivers of their productivity and prosperity.

Secondary School Improvement Programme

The importance of the Secondary School Improvement Programme (SSIP) will be pushed to the fore, as matrics wrote for the first time write the NSC exams based on the Curriculum

and Assessment Policy Statements (CAPS).

Through the programme, teachers will receive additional training to ensure they are confident to deliver the new curriculum. The DBE also ensured that learner study notes and extra classes were aligned to the CAPS curriculum.

Under SSIP, Grade 12 learners received extra classes on Saturdays and during school holidays. In its fifth year, SSIP has become an important element in improving the quality of education in Gauteng schools by giving support to educators and school managers to ensure better curriculum delivery.

SSIP has helped 435 priority schools to achieve the provincial benchmarks. SSIP has shown an average performance increase of 15% since 2009 and the gap in performance between fee-paying and no-fee schools has narrowed from 24% in 2009 to 9% in 2013. In 2013, the number of public schools achieving a pass rate of less than 60% has dropped from 188 in 2009 to 19 in 2013. Subjects targeted were: Maths; Maths Literacy; Physical Science; Life Sciences; Accounting; English First Additional Language; Economics, Business Studies; History and Geography.

Curriculum and Assessment Policy Statement

CAPS is a single, comprehensive and concise policy document, which replaces the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the NCS grades R to 12.

It comprises the following:

- CAPS for all approved subjects
- National policy pertaining to the programme and promotion requirements of the NCS grades R to 12
- National Protocol for Assessment grades R to 12.

The department's continued focus is on the phased-in implementation of the revised CAPS. .

The department completed the process with a roll-out to grades seven to nine and 12 in the 2014 academic year.

South Africa has continuously been ranked in the lower tiers of international assessments such as Progress in International Reading Literacy Studies (PIRLS). On a scale of 0 to 1 000, pupils tested for English and Afrikaans in Grade 5 achieved a score of 421, described in the 2011 PIRLS report as "the lowest for benchmarking participants." According to the PIRLS report, 43% of Grade 5 pupils in South African schools have not developed the basic skills required for reading at an equivalent international Grade 4 level.

Budget and funding

The overall budget for 2014/15 for the DBE was R19, 680 billion. The budget allocation to provincial education departments (PEDs) was R186,147 billion. It exceeded R200 billion in 2015/16.

Umalusi was allocated R107,4 million and would reach R112,7 million in 2015/16 to cover its expanded mandate. The National Education Evaluation Development Unit (Needu) continued to do important work for the DBE. For 2014/15, Needu was allocated R14,2 million.

Kha Ri Gude received R634,9 million. The mass literacy campaign impacted the lives of millions of our people. The department allocated R62,2 million particularly for Extended Public Works Programme (EPWP): Kha Ri Gude, as a contribution to job creation by recruiting and training volunteers.

An amount of R30 million was allocated in 2014/15 for the National Initiative to improve learning outcomes, which will reach R40 million in 2015/16.

The conditional grant for the National School Nutrition Programme has increased by R288,8 million in 2014/15 to R5,462 billion. It is expected to reach R5,704 billion in 2015/16.

The allocation for 2014/15 for workbooks was R896,7 million and for textbooks, the estimated budget was R4,2 billion allocated to PEDs.

The total allocated infrastructure budget for 2014/15 was R 10,1 billion and it included a portion of the Education Infrastructure Grant amounting to R 6,9 billion. The department has reviewed the Integrated Quality Management System (IQMS), in consultation with teacher unions, and developed a revised instrument, the IQMS for school-based educators. For 2014/15, the IQMS was allocated R4,2 million.

The Mpumalanga Department of Education has taken steps to assist Grade 12 learners prepare for their 2014 final examinations.

The department partnered with national and local radio stations to dedicate special programmes to learners on Thursday afternoons. The radio are Ikwekwezi FM, Ligwalagwala FM, BCR, K Radio, Radio Bushbuckridge, Nkomazi Community Radio, Emalahleni Community Radio, Greater Middleburg Community Radio, Moutse Community Radio and Nkangala Community Radio.

The department has also established the dial-a-tutor programme, which allows learners to interact with curriculum implementers during their studies, linking learners with various curriculum specialists by dialling 087 805 1350 during the radio programmes. The system hangs up and automatically calls back the number whereby it directs the learner to the correct curriculum specialist. The department added that a text-a-tutor programme will also be introduced from the beginning of October 2014, to assist learners further.

Role players/statutory bodies Provincial departments of education

The role of the DBE is to translate government's education and training policies and the provisions of the Constitution into a national education policy and legislative framework.

Therefore, the department works closely with the PEDs to ensure that provincial budgets and strategies are in line with and support national policies.

The national department shares a concurrent role with the PEDs for basic schooling and ECD, but it is the responsibility of each PEDs to finance and manage its schools directly.

District offices are the PEDs' main interface with schools. Not only are they central to the process of gathering information and diagnosing problems in schools, but they also perform a vital support and intervention function.

This includes organising training for personnel; dealing with funding; resourcing bottlenecks; and solving labour-relations disputes. District offices are key to ensuring that school principals remain accountable to the PEDs and that accountability lines within the school to the principal and to the SGB are maintained.

Equity in education expenditure between and within provinces is achieved through the equitable division of national revenue between provinces, making use of the Equitable Shares Formula, the National Norms and Standards for School Funding, and the national post-provisioning norms.

The norms are progressive, with 60% of a province's non-personnel expenditure going to the poorest 40% of learners in public schools. The poorest 20% of learners receive 35% of non-personnel resources, while the richest 20% receive 5%.

Council of Education Ministers

The CEM – consisting of the Ministers of Basic Education, Higher Education and Training and the nine provincial members of the executive councils for education – meets regularly to discuss the promotion of national education policy; share information and views on all aspects of education in South Africa; and coordinate action on matters of mutual interest.

Heads of Education Departments Committee

Hedcom comprise the Director-General (DG) of the DBE, the deputy DGs of the department and the heads of provincial departments of education.

The purpose of the committee is to facilitate the development of a national education

system, share information and views on national education, coordinate administrative action on matters of mutual interest and advise the department on a range of specified matters related to the proper functioning of the national education system.

Umalusi

Umalusi is responsible for the development and management of a sub-framework of qualifications for general and FET and for the attendant quality assurance. Umalusi means “herder” or “shepherd” which in Nguni culture, is the person who is the guardian of the family’s wealth.

The council is tasked with the certification of the following qualifications:

- In schools: NSC.
- In FET colleges: the National Technical Certificate (Level N3) and the National Certificate Vocational (NCV).
- In adult learning centres: the General Education Training Certificate: Adults.

To issue learners with certificates that are credible, Umalusi:

- develops and evaluates qualifications and curricula to ensure that they are of the expected standard
- moderates assessment to ensure that it is fair, valid and reliable
- accredits providers of education and training, and assessment
- conducts research to ensure educational quality
- verifies the authenticity of certificates.

National Education Evaluation and Development Unit

Needu ensures effective evaluation of all educators based on the extent to which learner performance improves. Its core responsibilities include:

- providing the Minister with an independent account of the state of schools, including the quality of teaching and learning in all schools.
- providing an independent account on the development needs of the school education system
- accounting for the attainment of the standards by all schools through a monitoring and evaluation system
- identifying on a systemwide basis the critical factors that inhibit or advance school improvement and making focused recommendations for redressing problem areas that undermine school improvement
- proposing appropriate sanctions to ensure that schools offer effective education for all learners
- strengthening internal evaluation capacity

within schools in ways that inform and complement external evaluation.

- monitoring the different levels of school support and the extent action is considered on proposed interventions, whether in the form of developmental support or disciplined action
- reviewing and assessing existing monitoring, evaluation and support structures and instruments regularly, to ensure clarity and coherence in the way schools and teachers are assessed and supported
- providing schools with evidence-based advice on how to pursue school improvement in their particular context
- promoting school improvement through the dissemination of good practice.

Education Labour Relations Council (ELRC)

The ELRC serves the public education sector nationally. It is a statutory council, initially established by the Education Labour Relations Act, 1993 (Act 146 of 1993), but draws authority from the Education Labour Relations Act, 1995 (Act 66 of 1995).

The main purpose of the council is to maintain labour peace within public education through processes of dispute prevention and resolution.

These include collective bargaining between the educator unions and the DBE as the employer. The ELRC also conducts various workshops to increase the level of awareness and understanding of sound labour-relations procedures.

South African Council for Educators

The SACE is a professional council aimed at enhancing the status of the teaching profession and promoting the development of educators and their professional conduct. It was established in terms of the SACE Act, 2000 (Act 31 of 2000).

Africa Engineering Week, held in September 2014, is a collaboration between the United Nations Educational, Scientific and Cultural Organization (Unesco), the Department of Science and Technology (DST) and the Engineering Council of South Africa (ECSA).

The week, themed “Engineering is a life changer,” was aimed at highlighting the important role that engineers play in everyday life. It also encourages youth to participate in science, mathematics, engineering and technology related studies and careers.

The University of Johannesburg’s campus in Doornfontein’s Faculty of Engineering and the Built Environment was participating in Africa Engineering Week with various activities being planned.

These included a conference on sustainable engineering and a four-day career exhibition showcasing the different engineering disciplines, a photographic exhibition, learner and teacher workshops and a Women in Engineering Breakfast Workshop.

The SACE's functions are to:

- register educators
- promote the professional development of educators
- set, maintain and protect ethical and professional standards.

Before their employment, educators are required to register with the SACE, which has a register of about 500 000 educators.

The council has strengthened entry requirements by checking applicants' professional standing.

The SACE has a number of programmes that promote the development of educators and enhance the status and image of the teaching profession. These include:

- the Professional Development Portfolio Project, which aims to encourage educators to reflect on their practice and take responsibility for their own professional development
- teacher education and development research activities
- setting up the Continuing Professional Teacher Development System
- celebrating World Teachers' Day to acknowledge the work of educators
- ensuring that educators adhere to the SACE Code of Professional Ethics
- the Continuing Professional Teacher-Development System, which recognises professional development undertaken by educators on their own initiative.

Educator unions

Educators are organised into six educator unions, namely the National Professional Teachers' Organisation of South Africa, the National Teachers' Union, the South African Teachers' Union, the Professional Educators' Union, Cape Professional Teachers' Association and the South African Democratic Teachers' Union.

A labour-relations framework was agreed on by the former Ministry of Education and the unions. This encompasses both traditional areas of negotiation, and issues of professional concern, including pedagogy and quality-improvement strategies.

An agreement was reached on the framework for the establishment of an occupation-specific dispensation (OSD) for educators in public education. The OSD provides for dual career paths, where educators and specialists in classrooms can progress to levels where they earn salaries that are equal to or higher than those of managers without moving into management/supervisory posts.

It also provides for a new category of posts for teaching and learning specialists and senior

learning and teaching specialists, as well as the creation of a cadre of education managers at school and office level.

Programmes and projects **Learning and teaching support material**

The department increased learner access to workbooks and coverage to improve literacy, numeracy and reading.

It provided workbooks to all learners in grades one to nine. Through savings from developing content in-house, the scope was expanded to cover Braille workbooks as well.

The *Southern and Eastern Africa Consortium for Monitoring Education Quality 2011 Survey* put South Africa at 78% for literacy and 83% for Mathematics.

Prudence in the deployment of resources is key to the national endeavour for equality and inclusive development and growth. Addressing inequalities in education forms part of the rationale for centralising the procurement of books.

Learn English Audio Project (LEAP)

The DBE launched the LEAP in partnership with the British council.

LEAP is a British Council project, which seeks to help teachers from remote and under-resourced schools in nine African countries. It is aimed at improving listening and speaking skills in learners and, ensure access to quality English learning materials on micro-SD cards delivered via solar powered MP3 players popularly known as 'Lifeplayers'. The Lifeplayer technology has been developed in South Africa thus ensuring its relevance and long-term sustainability.

The training pack comprises a solar powered MP3 player pre-loaded with over 40 hours of teaching material, teacher guides and lesson plans for grades R to 4, a book with primary songs and stories, and a set of colourful cartoon story posters. Relevant teaching and learning audio material linked to the South African national curriculum and in particular the DBE Rainbow Workbooks have been developed by the British Council and the DBE.

This material has been uploaded onto the solar powered MP3 players for distribution to selected multi-grade schools in three provinces: the Eastern Cape, Mpumalanga and KwaZulu-Natal. To complement the training package, teachers received a training video, lesson plans and posters, and an extra SD card containing the all the materials so that they could access the materials on their cell phones, thus facilitating lesson planning at any time and location.

The LEAP is a valuable addition to the efforts of the DBE to support teachers in the poorest

schools. It provides an innovative approach to providing materials to teachers to improve their subject knowledge in English, and other languages, as well as for learners to access materials.

Incremental Introduction of African Languages (IIAL)

The DBE's African language pilot policy was implemented in 2014.

The purpose of the pilot is to identify challenges in the implementation of IIAL to inform full scale implementation in 2015.

In 2012, the department announced that full implementation would be preceded by a pilot in Grade 1 classes in selected schools in each province in 2014.

The IIAL policy will be implemented incrementally, commencing in Grade 1 in 2015 and continuing until 2026 when it will be implemented in Grade 12.

The pilot project is targeting the introduction of the previously marginalised African languages in schools where an African language is presently not offered.

Satellite broadcasting programme

The satellite broadcasting service broadcasts Mathematics for grades eight and nine directly to priority high schools during lesson time so that teachers can integrate the broadcasts with their teaching time. Broadcasts are automatically recorded for revision or afternoon lessons.

Eco-school programme

The Eco-Schools programme was established by the international non-governmental organisation (NGO), Foundation for Environmental Education in 1994, in response to a need to involve young people in environmental projects at local level.

Eco-Schools are required to involve students in different themes, including healthy living, nature and biodiversity, local and global environmental issues, resource use and heritage and culture.

Each school follows a seven-step change process and empowers its young people to lead processes and actions wherever they can.

Through commitment to the Eco-Schools seven-step process, improvements will be seen in the learning outcomes, attitude and behaviour of students; ultimately, the local community; and the local environment. Evidence of success in these areas will eventually lead to a school being awarded "The Green Flag".

Student Sponsorship Programme (SSP)

The SSP assists academically distinguished pupils to realise their potential during their high school years with scholarships and bursaries. To

find the country's brightest kids, SSP searches schools in the major townships.

The focus is on giving pupils from low-income families a great education to improve their chances of a bright and prosperous future.

The pupils have to be academically distinguished to be considered and once they are selected, they are placed in the top high schools in Gauteng, the Eastern Cape and the Western Cape.

The non-profit organisation has awarded more than 640 scholarships since 2000. The SSP partners with top high schools that obtain high matric pass rates and university passes in the three provinces.

The programme commits to funding the pupils for five years of high school by matching each child with either an individual or a corporate sponsor. Many of the pupils who have been part of the programme have passed matric and are now studying at tertiary institutions.

The organisation's vision is to produce leaders who are committed to creating a society that is non-racist, non-sexist, democratic and prosperous. In addition to the quality education and enrichment provided by the partner schools, SSP supports its pupils by assigning a student programme officer to them and finding a corporate mentor for each pupil.

The SSP also runs a parallel programme that focuses on leadership development, study skills, life skills, career guidance and assistance with applications to tertiary institutions and bursaries for further studies. The mentors also help the pupils cope and adjust in their new schooling environment and guide them throughout high school.

They run leadership development programmes that offer pupils regular compulsory leadership workshops. This approach has produced an incomparable track record for SSP, with 94% of their scholars completing the programme (matric pass) and 91% going on to pursue a tertiary qualification.

Pupils who wish to apply for the programme must be in Grade 6 and not older than 12. The pupils must attain an overall average of 70% or more in Grade 5.

They must achieve a 70% minimum grade for mathematics, English and science. Their families must earn less than R200 000 in combined annual incomes. In addition, the applicants must show leadership potential and be community-service orientated. Successful applicants will be placed in a year-long bridging programme that seeks to improve their abilities in English, mathematics, science and technology. The scholar development programme consists

of Saturday classes, academic camps and personal development workshops.

Educational portal

The educational portal www.thutong.doe.gov.za offers a range of curriculum and learner-support material, professional development programmes for educators, and administration and management resources for schools.

Thutong – meaning “a place of learning” in Setswana – features a searchable database of web-based curriculum resources for various education sectors, grades and subjects.

The portal is a free service to registered users, who must go through a once-off, no-cost registration process. The portal is a partnership venture between the DBE and various role-players in the field.

The department also revitalised and revised the content of the portal. It has over 31 000 registered users and more than 22 000 curriculum resources.

Improving access to free and quality basic education

School fees are set at annual public meetings of SGBs, where parents vote on the amount to be paid. Parents who cannot afford to pay or who can only afford a smaller amount, are granted an exemption or reduction in fees.

The threshold target allocation for no-fee schools for operational expenditure has increased to R880 per learner. The national per learner target amount for Quintile 1 schools is R960.

Total expenditure for school allocation on no-fee schools at the national target level is projected to be in excess of R7,7 billion.

Early Childhood Development

In respect of Early Childhood Development (ECD), the NDP underlined the need for access for all children to at least two years of pre-school education.

The DBE has made significant progress in increasing access to grade R. In 2014, 16 909 of the 18 475 public primary schools had grade R classes with an enrolment of 779 370 learners (2013 School Realities). The General Household Survey 2013 indicated that a total of 481 000 five-year-old learners were in pre-school institutions.

The first ever impact evaluation of Grade R on learning outcomes was conducted in 2013 with the support of the Department of Performance Monitoring and Evaluation. The report was presented to Cabinet in March 2014. In response to the recommendations made, a management plan has been approved

to strengthen the quality of implementation and provision of Grade R schooling especially in relation to teaching.

The NCF for children under four years were rolled out in registered ECD centres from January 2015. All preparations such as practitioner training and supply of resources have already started.

Over the next three years, R1,4 billion will be spent to support ECD programmes and implement the community-based Child Care and Protection Programme. This will increase access to ECD from the current 500 000 to 580 000 children, with a focus on rural areas. It is expected that more than 10 000 youths will be employed as a result of the programme.

Government is committed to ensuring that ECD is linked to other development-based programmes, particularly within the context of the Comprehensive Rural Development Programme (CRDP), and integrates other services that flow from different departments and relevant stakeholders.

This is done through an education campaign focused on women in rural areas, and selected peri-urban and urban areas such as informal settlements, which are generally regarded as focal points for government’s poverty and malnutrition eradication programmes.

ECD centres play an integral part in providing children with tools to cope socially, especially where there is a lack of parental supervision at home. More than 20 000 ECD practitioners have, therefore, been equipped with the necessary skills to nurture, instil discipline and care for children in ECD centres.

The Department of Social Development (DSD) coordinates the activities of the three partner departments, namely social development, health and basic education.

The integrated plan includes the development of national early learning standards, the training of ECD practitioners – which is part of government’s employment creating EPWP – and the development of national norms and standards for funding.

The DSD leads government departments regarding services to children under the age of four years. In terms of the Children’s Act, 2005 (Act 38 of 2005), it is the DSD’s responsibility to manage the registration of ECD sites, monitor their functionality and impact, and provide a subsidy for those children where a need exists.

In October 2014, 800 ECD volunteers had been training on 0-4 year stimulation. Certificates have been issued to blind and deaf volunteers that received the training, during the disability sector training session and 619 000 learners

registered. Classes for the disabled learners commenced in August 2014. Classes for the able-bodied group began in September 2014. - SAnews.gov.za

Education of learners with special needs

In July 2001, the then Department of Education gazetted *White Paper 6, Special Needs Education: Building an Inclusive Education and Training System*. This White Paper provided strategies for developing an inclusive system and increasing access to quality education for children experiencing barriers to learning.

The department's approach to inclusive education is geared toward promoting the democratic values enshrined in the Constitution. PEDs provide a wide range of education services to learners who, owing to a range of factors, experience barriers to learning and participation.

These factors include:

- autism
- behavioural problems
- visual and hearing impairments
- tuberculosis
- conflict with the law
- physical disabilities
- neurological and specific learning disabilities
- intellectual disabilities
- communication disorders
- epilepsy
- over-aged learners.

Educator development

The department developed a National Education Human Resource Planning Framework to effectively manage the demand, supply and utilisation of educators.

With support from the United Nations Educational, Scientific and Cultural Organization, the department commissioned a project to develop an instrument for evaluating the implementation of the post-provisioning norms. The department has a responsibility to monitor compliance regarding teacher attendance, punctuality and proper use of school resources.

The implementation of the Integrated Strategic Planning Framework for Teacher Education and Development is making progress.

The CAPS has seen over 200 000 educators being familiarised with the new curriculum imperatives.

The DBE distributed 400 000 copies of educator guides to the workbooks and ensured the training of 200 Foundation Phase and Intermediate Phase advisors and specialist trainers.

In addition, the DBE concluded strategic partnerships with Vodacom, CISCO, Mindset,

University of South Africa (Unisa), MTN and other partners to strengthen the capacity of teacher centres by improving Information and Communications Technology (ICT) and content for teacher development.

School infrastructure

One-school-a-week

From September 2014, the DBE opened a new school every week in Gauteng. In total 17 schools were opened in a bid to ensure that every child in the province gets education closer to where they stay.

The PED was determined to ensure that every learner in the province was able to compete at international standards.

In August 2014, the newly built Freedom Park Secondary School in Devland, in Soweto, was officially handed over. The state-of-the-art school, which will accommodate about 1 000 learners from the area, has 25 classrooms, three laboratories, a computer room and a library.

It further features a sports facility building, soccer or rugby ground, canteen and courts for netball, tennis and/or basketball.

The opening of the school reaffirmed government's commitment to provide state-of-the-art infrastructure to communities which have been previously under serviced.

By August 2014, the DBE had built 74 schools that changed the experience of learning and teaching for thousands of pupils and teachers. In the Eastern Cape 70 new schools were built and four were built in the Western Cape.

The schools were built under the Asidi programme that aims to restore dignity to education through the building of new schools and delivering much needed facilities to schools around the country, particularly in the Eastern Cape.

The Samson Primary School in the Eastern Cape joined the long list of schools that received new facilities – built from alternative construction technology – by December 2014.

The department also procured 78 240 double combination desks, 5 292 teachers' tables and chairs from the Department of Labour to the value of nearly R60 million. By August 2014, 53 948 desks, 5 292 teachers' chairs and 1 134 teachers tables were delivered to schools in the Eastern Cape. More than 73 084 desks were also ordered from the Department of Environmental Affairs to the value of R42.8 million.

The first group of 252 schools in the Libode district in the Eastern Cape received its consignment consisting of 24 535 desks. A further consignment of 24 000 desks were delivered in August 2014 to schools in the Eastern Cape.

The National Treasury finalised a further contract to supply furniture from Grade R to 12 for the period August 2014 to July 2016. Furniture provision is an ongoing programme.

Accelerated Schools Infrastructure Development Initiative (Asidi)

The programme aims to deliver an adequate standard of schools to all children in provinces and to ensure that the facilities are conducive for effective teaching and learning.

Asidi is an on-going programme aimed at implementing the basic safety norms and standards in school infrastructure.

The R8,2 billion public-private programme aims to eradicate the 496 mud schools in the country, provide water and sanitation to 1 257 schools and electricity to 878 schools by March 2016.

By September 2014, 60 infrastructure programmes had been completed in the Eastern Cape, as part of government's programme to transform the education sector by providing decent school facilities.

Eradicating mud schools restores dignity to education and is transforming people's lives for the better.

Learners and educators have better access to improved environments for learning, teaching and growth.

The department is building close to 500 schools nationally under the Asidi programme. The majority of the schools are being built in the Eastern Cape to replace mud or inappropriate structures.

It usually takes 10 to 15 months for a state-of-the-art school to be built, if no delays are encountered.

Learning is not interrupted as the learners are housed in temporary mobile classrooms during construction. They move into the school as soon as it is ready. Standard facilities for newly built schools include classrooms, administration blocks multi-purpose centres, science and computer labs, nutrition centres, libraries, decent sanitation, electricity, rainwater harvesting tanks and a fully resourced Grade R centre, complete with jungle gym and sand pit.

In the International Mathematics Olympiad that took place in Cape Town in July 2014, girls accounted for fewer than 10% of the participants. All six South African contestants in the event were boys. The dominance of boys in the competition reflected a worrying tendency in local schools for girls not to pursue top-level mathematics. The Olympiad saw 582 students from 108 countries compete in solving six complex mathematical problems. It is the highest number of nations ever to take part, with 12 coming from Africa.

Asidi also provides basic services of water, electricity and sanitation to schools that previously had none. By August 2014, 266 schools have been provided with sanitation, while 339 schools are at various stages of procurement of contractors and construction. Under the programme 224 schools have been provided with water; 685 schools are at various stages of procurement of contractors and construction of the works; and 265 schools have been provided with electrification.

Schools are assessed to establish infrastructure needs. The department appoints implementing agents that manage projects on its behalf. The implementing agents in turn procure and appoint professional service providers and contractors, who carry out the work.

National School Nutrition Programme

The NSNP is changing the face of the education system across the country.

As at June 2014, over nine million learners in more than 21 000 Quintile 1 to 3 primary and secondary schools benefitted from the school nutrition programme. This increase is attributed to the successful extension of the programme to public secondary schools.

The conditional grant for the NSNP has increased by R288,8 million in 2014/15 to R5,462 billion. It will reach R5,704 billion in 2015/16.

Over 54 000 volunteers prepare and serve the meals. The NSNP has been transformed from a simple cold meal to a daily hot, cooked meal.

School enrichment programmes

Sport is set to become an integral part of the school curriculum, with different sporting codes to be offered at every school in South Africa. This will culminate in the annual National Olympics Championship, with stakeholders such as trade unions, universities and the South African Sports Confederation and Olympic Committee supporting the programme.

Some of the arts, culture and music flagship programmes the DBE coordinates, in collaboration with the Department of Arts and Culture, include the South African Schools Choral Eisteddfod, the National Indigenous Games, the Music and Movement Festival, and the National Language Festival and Concert.

To boost the South African Schools Choral Eisteddfod, the DBE trained 359 adjudicators, 509 conductors, 82 data capturers and 15 programme directors, most of whom were educators.

Learner health Integrated School Health Programme

Key among the department's successes is the Integrated School Health Programme that will offer, over time, a comprehensive and integrated package of health services to all learners.

Physical education at schools

The Portfolio committees on Sport and Recreation and Basic Education have welcomed the decision to include South African Local Government Association (Salga) into the Memorandum of Understanding (MoU) on school sport. The agreement will allow schools without facilities to utilise municipal facilities for school sport.

This followed a report presented by the departments of education and sport and recreation on school sport, particularly physical education.

The committees also welcomed the suggestion for both departments to work together towards the training of teachers in sport coaching at sport focused schools.

International cooperation

In January 2014, the Minister of Basic Education represented South Africa at the Education World Forum in London, in the United Kingdom where leaders in the field mapped out policy related plans for the next decade.

Dubbed "Planning for 2015, policy-making catalyst for a decade ahead: measurement, reach and enterprise," the forum brought together delegates representing over 75% of the world's population to share ideas, form collaborative links and discuss education policy.

While in London on the side-lines of the EWF, the Minister and the British Council signed a

declaration of Intent between the two counties. The groundbreaking declaration speaks to a partnership on the training of teachers for English as a first additional language in a bid to improve literacy in English as a second language as well as the language of learning and teaching.

In October 2014, the Deputy Minister of Higher Education and Training attended the Moscow International Education Salon. The salon is an extensive international forum that embraces leading innovation technologies in the education sphere.

The event aimed at enhancing access to quality education through public-private partnership and promoting international best practices to boost the personal and professional development of individuals.

Higher education and training

The DHET is responsible for post-school education and training in universities, colleges and adult education centres. The DHET has been building a single, coherent, differentiated and articulated post-school education and training system.

This will contribute to overcoming the structural challenges facing society, by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation. Entry into institutions of higher learning is through a Grade 12 pass or a Grade 12 pass with exemption.

Legislation and policies

Some key policies and legislation relating to higher education and training in South Africa include the:

- Higher Education Act, 1997 (Act 101 of 1997), in accordance with which private institutions offering higher education must register with the DHET
- Council on Higher Education, which was established in terms of the Higher Education Act of 1997.
- The Higher Education Amendment Act, 2008 (Act 39 of 2008), and the NQF Act of 2008, implied a significant change for the council
- National Student Financial Aid Scheme (NSFAS) Act, 1999 (Act 56 of 1999) which is responsible for administering and allocating loans and bursaries to eligible students; developing criteria and conditions for granting loans and bursaries in consultation with the Minister; raising funds; recovering loans; maintaining and analysing a database; and undertaking research for the better use of financial resources.
- FET Colleges Act, 2006 (Act 16 of 2006), regulates FET to provide for the:

The paperless classroom is aimed at bringing public schools into the 21st century; to position public schools as an ICT-driven education system; and, to do away with the pains of the past, including carrying books around, sharing textbooks or going without them, and having teachers lug-ging books from classroom to staffroom for marking.

It is four-phased to provide:

- Internet connection for all schools
- introduction of e-learning
- providing ICT training for teachers
- rolling out the gadgets (tablets and computers).

The first two phases are scheduled to take place within the first three years of the current administration's five-year tenure, and the last two in the remaining years.

Twenty-one priority schools have been identified for piloting the project:

- 10 struggle academically, with leadership and management issues
- five are "schools of the future"
- six are top schools to which every parent wants to send their child, but where government has not been investing.

- establishment, governance and funding of public FET institutions
- registration of private FET institutions
- quality assurance and quality promotion in FET
- transitional arrangements and the repeal of laws.
- General and FET Quality Assurance Act, 2001 (Act 58 of 2001), which provides for the establishment, composition and functioning of the General and FET Quality Assurance Council. It also provides for quality assurance in general and FET, providing for control over norms and standards of curriculum and assessment; the issue of certificates at the exit points; and the conduct of assessment and repealing the South African Certification Council Act of 1986
- South African Qualifications Authority (Saq) Act, 1995 (Act 58 of 1995), which provides for the establishment of the NQF forms the foundation for a national learning system integrating education and training at all levels.

National Skills Development Strategy (NSDS)

The DHET is responsible for ensuring the development of a skilled and capable workforce to support an inclusive growth path.

The key driving force of the NSDS 3 is improving the effectiveness and efficiency of the skills development system. It represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression. The emphasis is particularly on those who do not have relevant technical skills or adequate reading, writing and numeracy skills to enable them to find employment.

The development strategy promotes partnerships between employers, public education institutions (FET colleges, universities of technology and universities), private training providers and sector education and training authorities (Setas), to ensure that cross-sectoral and intersectoral needs are addressed.

The NSDS 3 is guided by, and measured against, several key developmental and transformation imperatives, such as race, class, gender, geographic considerations, age differences, disability and HIV and AIDS.

NSDS 3 addresses the scope and mandate of the Setas. The Setas are expected to facilitate the delivery of sector-specific skills interventions that help achieve the goals of NSDS 3, address employer demand and deliver results. They

must be recognised experts in relation to skills demand in their sectors.

The strategy emphasises the relevance, quality and sustainability of skills training programmes focusing on eight goals, namely:

- establishing a credible institutional mechanism for skills planning, and ensuring that the national need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors
- increasing access to occupation-specific programmes targeting intermediate and higher-level professional qualifications
- promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities
- addressing the low level of youth and adult language and numeracy skills to enable additional training
- encouraging better use of workplace-based skills development
- encouraging and supporting co-operatives, small enterprises, worker-initiated NGOs and community-training initiatives
- increasing public-sector capacity for improved service delivery and supporting the building of a developmental state
- building career and vocational guidance.

The DHET has been increasing access to higher education programmes by expanding spaces and options available at FET colleges and universities.

The move is part of the department's plan to shift learner focus from traditional institutions such as universities and universities of technology, to FET colleges, where training is vocationally based.

Resources Universities

South Africa's higher education landscape comprises the following institutions:

- Cape Peninsula University of Technology
- Central University of Technology, Free State
- Durban Institute of Technology
- Mangosuthu University of Technology
- National Institute for Higher Education, Northern Cape
- National Institute for Higher Education, Mpumalanga
- Nelson Mandela Metropolitan University
- North-West University
- Rhodes University
- Sefako Makgatho Health Sciences University (SMU)
- Sol Plaatje University (SPU), Northern Cape
- Tshwane University of Technology

- University of Cape Town
- University of Fort Hare
- University of the Free State
- University of Johannesburg
- University of KwaZulu-Natal
- University of Limpopo (UL)
- University of Mpumalanga (UMP)
- University of Pretoria
- Unisa
- University of Stellenbosch
- University of Venda
- University of the Western Cape
- University of the Witwatersrand (Wits)
- University of Zululand
- Vaal University of Technology.
- Walter Sisulu University.

subdivision with effect from January 2015. The Executive Management of Medunsa Campus has been seconded to SMU as the Interim Executive Management to enable the smooth opening of the university.

The initial steps have been taken to develop new courses with the help of the John Hopkins University, Bloomberg School of Public Health and the Human Sciences Research Council (HSRC). Establishment of partnership with the University of Alabama in Birmingham, in a form of an MoU, with a view to conduct joint research, exchange faculty and exchange students are underway.

Further Education and Training

The DHET's top priority is to expand and improve the quality of FET colleges, soon to be renamed Technical and Vocational Education and Training (TVET) colleges.

With the assistance of the South African Institute of Chartered Accountants (SAICA), the department appointed 50 chartered accountants as chief financial officers at FET colleges.

In partnership with SAICA, the department also appointed 20 human resources specialists to help clusters of colleges to set up human resource systems, procedures and policies to ensure smooth and effective human resource management and development in each college.

The department agreed to a partnership with the Engineering Council of South Africa to improve the FET curriculum, make it more relevant to the world of work and facilitate articulation into higher education.

The DHET developed FET college-based mathematics and science foundation programmes that would enable young people to take up university studies in the engineering, science and technology fields. This programme was piloted from 2014.

An analysis of the funding framework for FET colleges and public adult learning centres

concluded that the framework was inconsistent with the vision of an integrated, yet differentiated post-school education and training system. To remedy this anomaly, a ministerial committee to advise the Minister was set up on how best to fund the TVET System (FET colleges) and envisaged community colleges, both from the fiscus and levy funds.

The centre forms part of the Department of Trade and Industry's programme to establish platforms with FET colleges to develop local entrepreneurs who will go on to establish and sustain viable and competitive businesses.

Seed funding of R3 million was allocated towards setting up the first phase of the centre.

Adult education and training

The FET Colleges Amendment Act, 2013 (Act 1 of 2013) provides for the creation of a new institutional type, to be known as the Community Education and Training (CET) college. With time, the Public Adult Learning centres will be absorbed into the CET colleges, additional facilities and staff will be provided and the offerings will be extended to provide vocational or community-oriented programmes.

Budget and funding

Post-schooling education and training accounted for about 21% of the total education spending for 2014/15, with R21 billion set aside for university subsidies and R19 billion for the National Student Financial Aid Scheme (NSFAS) for bursaries and loans.

Provincial education departments also received a big portion of the budget to pay teachers' salaries

The allocation to the NSFAS increased from R5,1 billion in 2013 to R6,6 billion in 2016.

This increased the number of FET bursaries to 292 000 and will assist over 236 000 students to attend university the next three years.

According to the Budget Review, five million children had access to free education in 2007. In 2014, the number increased to 8,8 million. In recent years, there has also been a sharp increase in the number of children who

In August 2014, the University of Cape Town (UCT) was once again ranked as the top South African university in the QS University BRICS rankings. The institute was ranked ninth overall across all BRICS universities, with a score of 84,9 tied with UniCamp in Brazil. Wits, which was ranked South Africa's top university in the recent Centre for World University Rankings, found itself second to UCT, ranked 31st overall, with a score of 72,1. Stellenbosch University was rated the third best university in the country (34th overall), followed by the University of Pretoria at 46th.

attend Grade R. The national school nutrition programme now feeds 8,7 million children.

The DBE's long-term plan to improve the quality of education focuses on literacy, numeracy as well as science and languages. The Funza Lushaka bursary scheme for students wanting to teach in public schools is intended to increase the number of qualified teachers. In 2013, more than 3 000 graduates qualified for placement in schools in 2014.

Programmes and projects

Thusanani Foundation

In November 2014, the Thusanani Foundation was launched at Wits. The Thusanani Foundation is a youth-led non-profit organisation that aims to bridge the educational information gap between rural high school learners and their urban counterparts through a four pillar holistic approach to learner development.

Thusanani is important because it speaks to an important collaboration between government and the community sector and academia, in promoting youth education and empowerment.

Through the DHET, government committed to ensure that no poor and academically deserving young person should ever miss out on a study opportunity in institutions because of their financial background.

Thusanani Foundation and the DHET also launched two scholarships namely, the Pixley ka Isaka Seme Scholarship Fund and the Johnstone Mfanafuthi Makhatini International Scholarship Fund.

The Pixley ka Isaka Seme Scholarship Fund aims to provide academically deserving but financially needy youth from townships and rural areas with scholarships to further their studies in public institutions of higher learning. This will empower them to pursue their studies in scarce skills programmes at universities.

The Johnstone Mfanafuthi Makhatini International Scholarship Fund is a direct response to the commitment by the DHET to send rural and township students abroad to address the country's areas of skills shortages such as renewable energy, nuclear, gas, maritime and rail engineering.

This is aimed at growing the country's skills base as informed by the National Scarce Skills list published by the department in May 2014 and the NDP.

In March 2014, President Jacob Zuma launched the Solomon Mahlangu Scholarship Fund. The R20-million scholarship fund, a partnership between the National Youth Development Agency (NYDA) and the Department of Higher Education, was aimed at assisting excelling

learners from disadvantaged areas wishing to further their studies at an institution of higher learning. The launch of the fund comes after the NYDA hosted the Presidential Youth Indaba on Youth Jobs and Skills, in Boksburg, in March 2014, to track the progress made in implementing the Youth Employment Accord, which was signed in April 2013 by youth leaders, business, labour, government and the community sector.

Role players

South African Qualifications Authority

Saqa, which is recognised nationally and internationally, focuses on upholding the principles of the NQF, including ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements.

The authority's main responsibilities include:

- registering qualifications and part-qualifications on the NQF
- maintaining and developing the National Learners' Records Database as the key national source of information for human resources and skills development in policy, infrastructure and planning
- maintaining and developing the authority's role as the national source of advice on foreign and domestic learning and qualifications
- conducting research
- monitoring and undertaking evaluation studies that contribute to the development of the NQF and a culture of lifelong learning
- registering professional bodies and professional designations on the NQF.

In terms of the NQF Act of 2008, the executive functions for setting standards and quality assurance will move to the three quality councils.

Quality Council for Trades and Occupations (QCTO)

The QCTO addresses the quality of training in and for the workplace, and ensures that such training and knowledge is accredited and certified, including proper recognition of prior learning.

The National Artisan Moderation Body is responsible for coordinating artisan development in South Africa. Plans are in place to establish offices in the engineering campuses of public FET colleges.

Higher Education South Africa (HESA)

HESA is the voice of South Africa's university leadership as it represents the vice-chancellors of public universities. Its mandate is to facilitate the development of public policy on higher education and encourage cooperation among

universities, government, industry and other sectors in South Africa.

HESA provides services to member universities in five main areas, namely:

- strategic research
- policy advocacy and stakeholder engagement
- sector support, including providing university leaders and their institutions with a supportive network and opportunities for collective action
- special programmes to strengthen institutions' capacity
- value-adding services, including scholarships and international programmes.

To obtain admission to university study for Bachelor's degrees with the NSC, admission to Bachelor studies requires a pass in four subjects with 50% and in the remaining subjects with 30%, provided that the home language is passed with 40% and the language of learning and teaching with 30%. The NSC requires a candidate to complete seven subjects.

The DHET benchmarks its question papers as a credible mechanism for ensuring that national question papers are internationally comparable and are of the highest standard and quality.

Human Resource Development Council of South Africa

The HRDCSA is a national, multi-tiered and multi-stakeholder advisory body.

One of its key responsibilities is to build the human-resource development base required to ensure a prosperous and inclusive South African society and economy.

In essence, it must ensure that all relevant policies, programmes, projects, interventions and strategies are streamlined and optimised to support overall government objectives, rather than merely sectoral imperatives.

The HRDCSA is supported by a technical working group co-chaired by business and labour. It is supported by a team of experts comprising technical task teams appointed on an issues basis to provide expert input in respect of all matters pertaining to human resources.

Sector education and training authorities

Setas were re-established by the Ministry of Labour in March 2005, to help implement the NSDS and to increase the skills of people in particular sectors. Setas replaced and extend the work of the old industry training boards and are accredited by Saqa.

Work Integrated Learning Partnerships and Innovation

Linking the education and training institutions and the labour market is a priority. This is

because workplace training is generally more effective if on-the-job training is combined with theoretical study and also because practical experience gained during training or immediately afterwards increases a student's chances of finding employment.

Government departments and agencies at national, provincial and local level as well as state-Owned Companies started to increase their intake of young people for apprenticeships, learnerships and internships.

National Skills Authority (NSA)

The NSA is an advisory body, established in terms of the Skills Development Act of 1998, to advise the Minister of Higher Education and Training on, among others:

- policy, strategy, implementation and NSF allocations
- liaising with Setas about policy, strategy and sector skills plans
- implementing the NSDS
- reviewing the accounts and balance sheet of the NSF annually
- receiving and using information from the Skills Development Planning Unit.

National Skills Fund

National Student Financial Aid Scheme

NSFAS is the department's primary tool for ensuring, poor students have access to post-school education. Since 1991, NSFAS has assisted 1,4 million students and many NSFAS alumni play important roles in the country's economy and society.

The board and staff of NSFAS continue to implement the recommendations of the *Ministerial Review Committee Report of 2010* and have made significant progress in the turnaround process to enable the entity to deliver on its mandate.

Libraries in the higher education sector

The higher education libraries hold the bulk of South Africa's scientific and scholarly information resources and fulfil more than half of all interlibrary loan requests. Pressure on higher education libraries includes redistribution of educational resources and rising prices.

These libraries have responded by forming consortia, looking at access and exploring digital resources.